**Date:** October 21, 2010

**Teacher:** Robin Canady, Erica Flores, and Megan Lounsbury

**Subject:** Mathematics-4th Grade

**Mathematics/NC SCOS Goals and Objectives: *Competency Goal 1:*** **The learner will understand and use graphs, probability, and data analysis. *4.01*** Collect, organize, analyze, and display data (including line graphs and bar graphs to solve problems.

**Integrated Subjects/NC SCOS Goals and Objectives: Language Arts: *Competency Goal 5:*** The learner will apply grammar and language conventions to communicate effectively.

**Performance Objective:** The learner will understand the difference between a bar graph and double bar graph.

**Focus and Review (Establish Prior Knowledge):** I will focus on using a bar graph and double bar graph to show categorical data.

**Minutes – 2**

**Statement of Objectives:** The learner will know how to graph a bar graph and double bar graph. The learner will have an understanding of a bar graph and double bar graph. The learner will demonstrate their knowledge by using graph paper to graph a bar and double bar graph.

**Minutes – 1**

**Teacher Input (Present task, information & guidance):** I will begin explaining the different between a bar graph and double bar graph. *Bar graph*: a chart with bars whose lengths are proportional to quantities*. Double bar graph*: a graph used to compare similar types of data. I will discuss the scale and interval of a bar graph. Also, I will explain how you solve for the range regarding the bar graph.

**Minutes – 3**

**Guided Practice:**  I will use elmo or white board to demonstrate how to graph a bar graph and double bar graph. I will guide students through the steps of graphing a bar graph and double bar graph.

**Independent Practice:** I will have students to record their results from the questions in their math journals.

**Minutes – 4**

**Closure:** I will close the lesson by allowing students to tell me what they have learned for today’s lesson. The next day students, we will focus on a triple bar graph.

**Minute – 1**

***Materials and Resources:***

Graph paper; pencils; color pencils; worksheet; white board; markers; elmo

***21st Century Inclusions for Day:***

Students will learn creativity and critical-thinking.

**Favorite Sports to Watch**

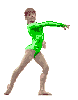
**Sports**  **Boys** **Girls**

 [](http://www.best-of-web.com/pages/101016-001355-256042.html) [](http://www.bing.com/images/search?q=Cartoon+pictures#focal=245c2c4bff34e803674e5aecd476fe32&furl=http://www.faqs.org/photo-dict/photofiles/list/4152/5555cartoon_girl.jpg)

Football 17 5

[](http://www.best-of-web.com/pages/090428-004956-116001.html)

Gymnastics 4 14



Ice Skating 6 12

[](http://www.clker.com/clipart-2436.html)

**Questions (Math Journals)**

1. Compare the graph you made. Write one difference the graphs show between the girls’ and boys’ votes for sports.
2. Why is it useful to have a key?
3. Why is it useful to have two separate data?